

Desired Results for Children and Families

Working Draft September 14, 2001

Developmental Continuum of Desired Results, Indicators, and Measures for Children from Birth to 14 Years and Families Served by CDD-funded Center-based Programs and Family Child Care Home Networks

DO NOT DUPLICATE

An **Indicator** defines a desired result more specifically so that it can be measured.

A **Desired Result** is a condition of well-being for children and families.

Child Desired Result: Personally and socially competent							
Indicator 1: Children show self-awareness and a positive self-concept							
Developmental Theme	Infants and Toddlers			Preschoolers	Children in School-Age Care		
	Birth through 7 months	8 through 17 months	18 through 35 months	3 years through prekindergarten	Kindergarten through 7 years	8 through 10 years	11 to 14 years
Self-awareness <i>[Dependence and interdependence; understanding that one's self is a separate being with identity of his or her own and with connectedness to others]</i>	<input type="checkbox"/> Explores own body (e.g., observes hands, clasps hands together, explores one hand with the other)	<input type="checkbox"/> Responds with gestures or vocal signals when name is spoken <input type="checkbox"/> Identifies familiar objects (e.g., when prompted, finds clothes, blanket, or toy by pointing or reaching) <input type="checkbox"/> Identifies one or more body parts (e.g., touches or points to eyes when asked, "Where are your eyes?")	<input type="checkbox"/> Recognizes self in mirror or photographs (e.g., points to or says own name to select his or her photo from among two or more photographs) <input type="checkbox"/> Uses names of self and others (e.g., "Me Joel," signed or spoken.)	<input type="checkbox"/> Identifies self by categories of gender, age, or social group (e.g., "I'm a boy," "I'm not a baby.")	<input type="checkbox"/> Identifies self as a member of multiple groups (e.g., gender, cultural, linguistic, school, or community groups, "I go to Ohlone Elementary School and I live in East Palo Alto," "I speak Spanish and English.")	<input type="checkbox"/> Understands unique personal role within peer group (e.g., "I'm the goalie on my soccer team and it's my job to keep the ball out of the goal," "I belong to the computer club and it's my job to make sure the computers are shut down.")	<input type="checkbox"/> Selects constructive instead of destructive behaviors in the group (e.g., "I can be a better athlete if I don't smoke.")

Developmental Theme describe the aspect of development that is being measured for each indicator.

A **Measure** quantifies achievement of a particular indicator.

Desired Results for Children and Families

Child Desired Result 1: Children are personally and socially competent							
Child Desired Result 1, Indicator 1: Children show self-awareness and a positive self-concept							
Developmental Theme	Infants and Toddlers			Preschoolers	Children in School-Age Care		
	Birth through 7 months	8 through 17 months	18 through 35 months	3 years through prekindergarten	Kindergarten through 7 years	8 through 10 years	11 to 14 years
Self-awareness <i>[Dependence and interdependence; understanding that one’s self is a separate being with an identity of his or her own and with connectedness to others]</i>	<input type="checkbox"/> Explores own body (e.g., observes hands, clasps hands together, explores one hand with the other)	<input type="checkbox"/> Responds with gestures or vocal signals when name is spoken <input type="checkbox"/> Identifies familiar objects (e.g., body parts; when prompted, finds clothes, blanket, or toy by pointing or reaching)	<input type="checkbox"/> Recognizes self in mirror or photographs (e.g., points to or says own name to select his or her photo from among two or more photographs) <input type="checkbox"/> Uses names of self and others (e.g., “Me Joel,” signed or spoken)	<input type="checkbox"/> Identifies self by categories of gender, age, or social group (e.g., “I’m a boy,” “I’m not a baby,” “This is my brother”)	<input type="checkbox"/> Identifies self as a member of multiple groups (e.g., gender, cultural, linguistic, school, or community groups; “I go to Ohlone Elementary School and I live in East Palo Alto,” “I speak Spanish and English”)	<input type="checkbox"/> Understands unique personal role within peer group (e.g., “I’m the goalie on my soccer team and it’s my job to keep the ball out of the goal,” “I belong to the computer club and it’s my job to make sure the computers are shut down”)	<input type="checkbox"/> Selects constructive instead of destructive behaviors in the group (e.g., “I can be a better athlete if I don’t smoke”)
Self-concept <i>[Independence; development in knowing and valuing self; growing ability to make independent decisions and choice. From 8–prekindergarten the listed measures are pre-cursors to self-concept. After age 3, self-concept becomes more of an awareness of self in relation to others]</i>	<i>[Although self-concept is developing at this early age, it is difficult to measure]</i>	<input type="checkbox"/> Shows preferences (e.g., plays with one toy more than others; reaches, points, or moves toward desired objects or people) <input type="checkbox"/> Shows appropriate emotions (e.g., smiles, waves, or claps hands when successful at completing an activity; shows frustration at interruption or inability to do something him/herself)	<input type="checkbox"/> Shows awareness of being seen by others (e.g., exaggerates or repeats behavior when he/she notices someone is watching) <input type="checkbox"/> Acts as though he/she is capable of doing anything (e.g., sweeps the floor with an adult-sized broom; “I get it,” “Me do it myself”)	<input type="checkbox"/> Demonstrates confidence in own abilities (e.g., leads teacher to show block structure that put together; “I can climb to the top of the big slide all by myself!”)	<input type="checkbox"/> Communicates that he/she is skilled in some areas and not in others, and shows pride in accomplishments (e.g., “I am good at running, but not so good at hitting the ball”)	<input type="checkbox"/> Makes independent decisions (e.g., chooses a quiet activity while peers engage in an interactive game)	<input type="checkbox"/> Able to provide assistance to younger children (e.g., tutoring, babysitting, coaching, etc.) <input type="checkbox"/> Recognizes and seeks to balance demands of family, peers, and society while establishing his/her own individuality (e.g., family expects participation in traditional celebrations to the automatic exclusion of peer activities; sport coaches expect attendance at every practice conflicting with family responsibilities)

Desired Results for Children and Families

Child Desired Result 1: Children are personally and socially competent							
Child Desired Result 1, Indicator 2: Children demonstrate effective social and interpersonal skills							
Developmental Theme	Infants and Toddlers			Preschoolers	Children in School-Age Care		
	Birth through 7 months	8 through 17 months	18 through 35 months	3 years through prekindergarten	Kindergarten through 7 years	8 through 10 years	11 to 14 years
Interactions with adults <i>[Social referencing, secure base, familiar/unfamiliar, and seeking adults for help]</i>	<div><input type="checkbox"/> Signals caregiver for assistance (e.g., cries, grunts, yells; smiles, gestures, or moves to initiate social contact)</div> <div><input type="checkbox"/> Maintains eye contact with person looking at him or her (e.g., stares back at person looking or trying to engage him or her, mutually gazes with others)</div> <div><input type="checkbox"/> Shows preference for interacting with familiar people (e.g., watches or listens for return of familiar people, can usually be comforted by familiar adult, nestles into the arms of a familiar adult)</div>	<div><input type="checkbox"/> Looks to adult for messages about appropriate and inappropriate behavior, frequently checking for caregiver’s presence in unfamiliar situations (e.g., brings toys from toy box back to caregiver, follows caregiver around)</div> <div><input type="checkbox"/> Distinguishes between familiar and unfamiliar adults (e.g., is at ease around familiar adults, shows pleasure or relief at approach of primary caregiver or parent, shows preference to be comforted by familiar adult)</div> <div><input type="checkbox"/> Uses physical gestures or sounds to get help from familiar adults (e.g., tugs on caregiver; moves, points, or motions to objects out of reach)</div>	<div><input type="checkbox"/> Periodically checks back with caregiver for help or reassurance when playing independently or with peers (e.g., calls or looks across room for caregiver)</div> <div><input type="checkbox"/> Uses words or actions to request assistance from familiar adults (e.g., asks familiar adults for help to get toys or resolve conflicts with peers)</div> <div><input type="checkbox"/> With adult direction, finds items needed for an activity (e.g., uses adult’s suggestions to find missing pieces to a toy or items needed for an art activity)</div>	<div><input type="checkbox"/> Seeks adult help when appropriate (e.g., asks adult for assistance to open bottle of paint)</div> <div><input type="checkbox"/> Responds to and makes verbal greetings at appropriate times (e.g., responds with “good morning;” “hi,” or “goodbye,” if prompted by familiar adult)</div>	<div><input type="checkbox"/> Seeks adult help after trying to resolve conflict or problem on his or her own (e.g., “Miss Lu, I asked Frederica not to play with the ball around our sand castle but she won’t stop”)</div> <div><input type="checkbox"/> Engages in back-and-forth conversations with familiar adults (e.g., follows a “theme” in the conversation, shares facts on a topic, extends conversation with related topics)</div>	<div><input type="checkbox"/> Asks adult for assistance interpreting rules for game or other activity (e.g., asks if a “king” in checkers is allowed to move forward and backward)</div> <div><input type="checkbox"/> Converses easily with familiar adults (e.g., approaches staff to share news from home or school, seeks adult to discuss problem)</div>	<div><input type="checkbox"/> Shows ability to negotiate with adults to find solutions (e.g., helps to make rules about conduct)</div> <div><input type="checkbox"/> Approaches adult in confidence (e.g., shares personal concerns such as “I’m really nervous about the soccer game,” “I’m worried about what my parents are going to say if I flunk my test”)</div>

Desired Results for Children and Families

Child Desired Result 1: Children are personally and socially competent							
Child Desired Result 1, Indicator 2: Children demonstrate effective social and interpersonal skills							
Developmental Theme	Infants and Toddlers			Preschoolers	Children in School-Age Care		
	Birth through 7 months	8 through 17 months	18 through 35 months	3 years through prekindergarten	Kindergarten through 7 years	8 through 10 years	11 to 14 years
Interaction with peers <i>[Social interaction friendship, empathy, participation in groups, cooperation and negotiation]</i>	<input type="checkbox"/> Shows interest in other children (e.g., looks at or turns toward other babies; touches peers’ hair, face, or other body part)	<input type="checkbox"/> Shows preference among play partners (e.g., recognizes and shows affection for familiar peer by hugging, running toward, or leaning against peer) <input type="checkbox"/> Plays side-by-side with another child using same or similar toys (e.g., plays nearby other child or children using trucks, dolls, or sand at the same time) <input type="checkbox"/> Participates in spontaneous interactions with peers (e.g., makes faces, imitates silly actions or sounds)	<input type="checkbox"/> Approaches or seeks out a particular peer to be near or play with <input type="checkbox"/> Engages in joint exploration and some peer play (e.g., plays with others in sandbox, joins in spontaneous small-group games such as <i>Ring Around the Rosie</i> or <i>Hokey Pokey</i>) <input type="checkbox"/> Shows concern for a child who is crying or in distress (e.g., stops playing after noticing that another child is hurt) <input type="checkbox"/> Creates role play, modeling everyday activities (i.e., being a mommy, daddy, or baby; vacuuming, sweeping, cooking, talking on phone)	<input type="checkbox"/> Engages in cooperative pretend play activities with peers (e.g., plays house, builds a spaceship, creates fantasy role play with peers) <input type="checkbox"/> Negotiates with peers to resolve social conflicts with adult guidance (e.g., agrees to alternatives like sharing or taking turns) <input type="checkbox"/> Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	<input type="checkbox"/> Forms friendships with peers <input type="checkbox"/> Participates in cooperative group efforts (e.g., group project or game, dramatic play, taking turns; organized play and games with specified or invented rules) <input type="checkbox"/> Expresses empathy or caring for others who may not be immediately present (e.g., shows sympathy for homeless or sick children upon hearing a news story about them)	<input type="checkbox"/> Listens to others and participates in group efforts, recognizing peer opinions differing from own (e.g., supports another child’s idea for a group project or game) <input type="checkbox"/> Uses discussion and begins to see compromise as a way to resolve conflicts (e.g., suggests compromises) <input type="checkbox"/> Shows and demonstrates empathy for a friend (e.g., uses words that convey empathy, such as “I feel sad for you.”)	<input type="checkbox"/> Organizes group activities with peers, using adults for resources only (e.g., informal games) <input type="checkbox"/> Resolves conflicts through compromising and “talking about it” with peers (e.g., asks another student to lower voice or move to another part of the room so that he/she can hear the radio better) <input type="checkbox"/> Demonstrates that he/she values others’ feelings and needs as well as his/her own (e.g., willingly accepts younger or less talented players on team to make both sides more evenly matched)

Desired Results for Children and Families

Child Desired Result 1: Children are personally and socially competent							
Child Desired Result 1, Indicator 3: Children demonstrate effective self-regulation of their behavior							
Developmental Theme	Infants and Toddlers			Preschoolers	Children in School-Age Care		
	Birth through 7 months	8 through 17 months	18 through 35 months	3 years through prekindergarten	Kindergarten through 7 years	8 through 10 years	11 to 14 years
Self regulation <i>[Impulse control, ability to calm him or herself, participation in routines, and decision-making]</i>	<div><input type="checkbox"/> Comforts self by clutching, sucking, or stroking when tired or stressed (e.g., calms while stroking or holding soft blanket or toy)</div> <div><input type="checkbox"/> Looks intently, gestures, smiles, and/or makes sounds to start, maintain, or stop social contact (e.g., squirms, looks away or cries when uncomfortable; pushes unwanted items away)</div> <div><input type="checkbox"/> Anticipates being lifted or fed and moves body to participate (e.g., quiets body when picked up, shapes body to fit adult)</div> <div><input type="checkbox"/> Signals when full (e.g., turns head away, pushes with tongue or hand)</div>	<div><input type="checkbox"/> Comforts self by retrieving familiar objects or engaging in routines (e.g., holds comfort blanket or toy; sings or babbles self to sleep)</div> <div><input type="checkbox"/> Expresses own needs, such as being hungry or wanting an object of comfort</div> <div><input type="checkbox"/> Anticipates and participates in routine activities (e.g., lifts arms towards caregiver to be picked up, cooperates in dressing)</div>	<div><input type="checkbox"/> Exhibits the beginnings of impulse control and self-regulation (e.g., says “No” when reaching for forbidden object, restrains self from stepping on a book on the floor)</div> <div><input type="checkbox"/> Anticipates and follows multi-step, daily routines when prompted (e.g., washes hands and helps set table at snack time, helps to pick up and put away blocks at clean-up time)</div>	<div><input type="checkbox"/> Comforts self with adult guidance (e.g., goes to quiet area or requests favorite book to be read when upset; identifies emotion he/she is feeling)</div> <div><input type="checkbox"/> Exhibits impulse control and self-regulation (e.g., uses appropriate words or sign language to show anger when a toy is taken by another child, waits for turn on playground equipment, shows some patience)</div> <div><input type="checkbox"/> Follows rules when participating in routine activities (e.g., handles toys with care, joins group for snack or circle time, tolerates transitions)</div>	<div><input type="checkbox"/> Comforts self and controls the expression of emotion with adult guidance (e.g., can express anger or sadness without tantrums, fights, or physical conflicts)</div> <div><input type="checkbox"/> Understands and follows rules in different settings (e.g., transitions between classroom, after-school program, and playground; lowers voice when enters library)</div>	<div><input type="checkbox"/> Comforts self and controls the expression of emotion with minimal guidance (e.g., displays appropriate behavior when things do not go as planned, recognizes how his/her behavior impacts others, chooses to do familiar, calming activity)</div> <div><input type="checkbox"/> Examines existing rules or procedures and contributes to group decision-making process (e.g., “Instead of choosing teams, let’s count off ‘1, 2, 1, 2’ to make teams fair”)</div>	<div><input type="checkbox"/> Comforts self and controls the expression of emotion without adult guidance (e.g., uses words to argue point of view in a disagreement, laughs at appropriate times, communicates with peers to analyze feelings and comfort self)</div> <div><input type="checkbox"/> Examines rules or procedures and contributes individual thoughts to group decision-making process (e.g., “I think it would be more fair if the new kids were allowed extra time to take their turn since they haven’t played this game before”)</div>

Desired Results for Children and Families

Child Desired Result 1: Children are personally and socially competent							
Child Desired Result 1, Indicator 4: Children show awareness, acceptance, understanding, and appreciation of others' special needs, genders, family structures, ethnicities, cultures, and languages							
Developmental Theme	Infants and Toddlers			Preschoolers	Children in School-Age Care		
	Birth through 7 months	8 through 17 months	18 through 35 months	3 years through prekindergarten	Kindergarten through 7 years	8 through 10 years	11 to 14 years
Acceptance of diversity [Knowledge that positive differences and similarities exist among individuals and groups. See also Child Desired Result 1, Indicator 2: Children demonstrate effective social and interpersonal skills]	[No appropriate measures for this age group]	[No appropriate measures for this age group]	<input type="checkbox"/> Notices differences (e.g., pats others’ hair, stares at someone who is different)	<input type="checkbox"/> Shows concern about fairness within peer group regardless of group differences (e.g., “Everyone gets a turn” when engaged in group activity;" “That's not fair”)	<input type="checkbox"/> Includes other children in his or her activities who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs <input type="checkbox"/> Demonstrates an understanding of social behavior and personal responsibility as a member of a group (e.g., “It’s not nice that no one played with Kamil just because he’s new”) <input type="checkbox"/> Recognizes others’ capabilities in specific areas (e.g., “Jamie sings really nicely,” “Roberto is a good pitcher”)	<input type="checkbox"/> Voluntarily invites peers to participate in activities who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs <input type="checkbox"/> Compares and contrasts values, ideas, and opinions about social justice and fairness (e.g., “I don’t think it’s fair to have to do chores and not get an allowance but my mom says that’s what some families do”)	<input type="checkbox"/> Encourages peers to include others to participate in activities who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs <input type="checkbox"/> Uses social interaction skills to stop peers from putting down and excluding others based on differences (e.g., sticks up for child who is getting teased) <input type="checkbox"/> Makes some decisions about practices and roles for themselves (e.g., “I have decided to try getting some exercise before starting my homework because then I’m not so grumpy to everyone”)

Desired Results for Children and Families

Child Desired Result 1: Children are personally and socially competent							
Child Desired Result 1, Indicator 5: Children show growing abilities in communication and language <i>[“Language” refers to the mode of communication in which the child is most fluent (e.g., child’s primary language, sign language, or assistive communication device). See also interactions with adults and peers measures, Child Desired Result 1, Indicator 2.]</i>							
Developmental Theme	Infants and Toddlers			Preschoolers	Children in School-Age Care		
	Birth through 7 months	8 through 17 months	18 through 35 months	3 years through prekindergarten	Kindergarten through 7 years	8 through 10 years	11 to 14 years
Language comprehension <i>[Understanding the meaning of information, ideas, and feelings expressed by others; vocabulary development]</i>	<div><input type="checkbox"/> Reacts to human voice (e.g., turns toward conversations, quiets self, appears to watch or listen)</div> <div><input type="checkbox"/> Distinguishes familiar voices from other sounds (e.g., turns towards familiar voices)</div>	<div><input type="checkbox"/> Turns to look at object when named (e.g., ball, person)</div> <div><input type="checkbox"/> Understands simple one-step requests (e.g., when feeding, “Please open your mouth;” when playing, “Can you get the ball?”)</div>	<div><input type="checkbox"/> Understands a variety of simple two-step requests (e.g., “Pick up the book and bring it here”)</div> <div><input type="checkbox"/> Understands names for common objects, familiar people, actions, and expressions (e.g., identifies or points to people, objects, clothing items, toys, or actions when they are named)</div>	<div><input type="checkbox"/> Follows two-step requests that are sequential, but not necessarily related (e.g., “Please pick up the ball and then get your coat”)</div>	<div><input type="checkbox"/> Understands complex, multi-step requests (e.g., “Put your jacket away, get any materials you need to finish what you started yesterday, and let me know if you need any help”)</div> <div><input type="checkbox"/> Understands increasing number of specialized words (e.g., different types of dinosaurs, various ingredients in recipe)</div>	<div><input type="checkbox"/> Understands riddles, jokes, slang, and double meanings of words (e.g., puns)</div> <div><input type="checkbox"/> Understands increasingly complex vocabulary words (e.g., metamorphosis, atmosphere, momentum)</div>	<div><input type="checkbox"/> Uses listening skills while engaging in discussion groups for planning, problem-solving and support of peers (e.g., “Sam’s idea is good, but how will it get done?”)</div> <div><input type="checkbox"/> Understands increasingly complex vocabulary words (e.g., discrimination, individuality, diversity)</div>

Desired Results for Children and Families

Language expression <i>[The use of words, phrases, or sentences to express self]</i>	<div><div><input type="checkbox"/> Makes a variety of repetitive sounds or gestures (e.g., babbles, coos, or uses hand shapes to express self)</div><div><input type="checkbox"/> Expresses several clearly differentiated cries (e.g., anger, hunger)</div><div><input type="checkbox"/> Uses gestures or signals to indicate needs or feelings (e.g., kicks feet, waves arms; expresses pleasure and eagerness with sounds or laughter)</div><div><input type="checkbox"/> Imitates sounds or gestures made by caregiver (e.g., responds “ba” to caregiver saying “ba,” smiles in response to caregiver’s smile)</div></div>	<div><div><input type="checkbox"/> Expresses two or three understandable words (e.g., “ba” for bottle, “mama,” “dada,” “no,” “bye-bye.”)</div><div><input type="checkbox"/> Expresses self using gestures, movements, intonation, or facial expression (e.g., shakes head “no,” nods “yes;” uses personalized gesture, smiles, frowns, points)</div><div><input type="checkbox"/> Takes turns in back and forth sound play with caregiver that mimics a conversation (e.g., responds to caregiver’s speech by producing words or by babbling sounds in reply as if taking turns in a conversation)</div></div>	<div><div><input type="checkbox"/> Learns and uses new vocabulary in everyday experiences</div><div><input type="checkbox"/> Combines words into simple sentences (e.g., “Go potty,” “I want to play,” “Keisha have car”)</div><div><input type="checkbox"/> Asks and answers simple questions (e.g., “Go to park now,” “Where is mommy?”)</div></div>	<div><div><input type="checkbox"/> Engages in conversations that develop a thought or idea (e.g., tells about a past event, asks how something works)</div><div><input type="checkbox"/> Participates in songs, rhymes, games, and stories that play with sounds of language (e.g., claps out sounds or rhythms of language; creates own rhyming words through songs, fingerplays, chants)</div><div><input type="checkbox"/> Experiments with new vocabulary, uses more complex grammar and parts of speech (e.g., uses plural forms of nouns such as “balls” or “fishes,” uses future or past tense, or uses pronouns such as “he,” “she,” “I,” “you”)</div></div>	<div><div><input type="checkbox"/> Uses knowledge of language for simple humor and making silly jokes (e.g., <i>Knock, Knock Jokes</i> or jokes that make sense)</div><div><input type="checkbox"/> Tells about own experiences in a logical sequence (e.g., “After I get picked up, it’s usually dinner time. Then, I finish my homework, brush my teeth, and go to bed”)</div><div><input type="checkbox"/> Applies rules of grammar in his or her speech, including past, present and future verb tenses and subject/verb agreement (e.g., “They will go,” or “They have gone”)</div></div>	<div><div><input type="checkbox"/> Uses humor in more discriminating and complex ways (e.g., makes up riddles)</div><div><input type="checkbox"/> Understands that different situations/audiences require different types of language (uses slang with peers, but not with adults)</div><div><input type="checkbox"/> Uses compound and complex sentence structures in varying ways to convey ideas (e.g., “I really think that I could be an astronaut when I grow up because I have been doing very well in math and science,” composes poetry or songs)</div></div>	<div><div><input type="checkbox"/> Uses language to express and support opinions and convince and persuade others (e.g., “After we reorganize the room, maybe there will be enough space to set up a recycling center. That would help us and our environment!”)</div><div><input type="checkbox"/> Enjoys using and inventing more complex words or meanings for words (e.g., “bad,” "trippin'," "tubular")</div><div><input type="checkbox"/> Uses correct grammar and varied sentence structure in speech and in presenting his or her ideas to others (e.g., clearly explains to others how to play a game or solve a problem, using a variety of sentence structures and appropriate grammar)</div></div>
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Desired Results for Children and Families

Child Desired Result 2: Children are effective learners							
Child Desired Result 2, Indicator 1: Children are interested in learning new things							
Developmental Theme	Infants and Toddlers			Preschoolers	Children in School-Age Care		
	Birth through 7 months	8 through 17 months	18 through 35 months	3 years through prekindergarten	Kindergarten through 7 years	8 through 10 years	11 to 14 years
Interest in learning <i>[Exploration, examination, and investigation for the purpose of discovery]</i>	<div><input type="checkbox"/> Directs attention toward caregiver's face or voice (e.g., focuses on caregiver's face, reaches for face/voice)</div> <div><input type="checkbox"/> Directs attention toward objects by reaching, grasping, or staring at them</div> <div><input type="checkbox"/> Reacts to new objects, voices, sounds, etc., by becoming more quiet or active</div>	<div><input type="checkbox"/> Manipulates things in the environment (e.g., moves towards, bangs, fingers, touches, and mouths objects)</div> <div><input type="checkbox"/> Investigates new phenomena (e.g., reaches out to touch rain, stops play to watch shadow move)</div>	<div><input type="checkbox"/> Independently explores the immediate environment to investigate what is there (e.g., asks about a new toy he/she finds, actively searches through collection of toy cars)</div> <div><input type="checkbox"/> Tries new activities, materials, and equipment (e.g., shows willingness to try unfamiliar art materials, musical instruments, toys)</div>	<div><input type="checkbox"/> Observes and examines natural phenomena through senses (e.g., notices different types of bugs, asks why it rains)</div> <div><input type="checkbox"/> Combines activities, materials, and equipment in new ways (e.g., builds tent using sheet or blanket around table, uses Play-Doh to make pretend food)</div>	<div><input type="checkbox"/> Shows willingness to take risks in learning new skills (e.g., climbs jungle gym, tries to play a new musical instrument, tries out a new game)</div> <div><input type="checkbox"/> Creates new uses for materials and equipment in complex ways (e.g., builds an entire city out of Legos)</div>	<div><input type="checkbox"/> Explores beyond immediate environment (e.g., helps plan field trips, takes bus around city, explores Internet, evaluates success of garden project and discusses changes for next year)</div> <div><input type="checkbox"/> Demonstrates creativity in multiple ways (e.g., writes stories, acts out plays, dances, lip synchs)</div> <div><input type="checkbox"/> Experiments and invents new uses for standard objects (e.g., takes apart a watch and makes jewelry from its parts)</div>	<div><input type="checkbox"/> Through a variety of media or actual experiences, explores environments that provide exposure to multiple neighborhoods, communities, and the world (e.g., field trips, videos, books, public television, computers; participates in service learning or organized club activities)</div> <div><input type="checkbox"/> Plans, verbalizes or joins with others to do new things (e.g., attempts to interest others in a new game, plans and organizes dramatic play with others)</div> <div><input type="checkbox"/> Tests limits through experimenting and inventing new uses for standard objects (e.g., creates music videos, figures out how to build bridge of popsicle sticks to hold 18 pounds)</div>

Desired Results for Children and Families

Child Desired Result 2: Children are effective learners							
Child Desired Result 2, Indicator 2: Children show cognitive competence and problem-solving skills through play and daily activities							
Developmental Theme	Infants and Toddlers			Preschoolers	Children in School-Age Care		
	Birth through 7 months	8 through 17 months	18 through 35 months	3 years through prekindergarten	Kindergarten through 7 years	8 through 10 years	11 to 14 years
Cognitive competence <i>[Development in concepts of: whole vs. part, object permanence, cause and effect, problem solving (trial and error experimentation) persistence on task]</i>	<div><input type="checkbox"/> Looks for or orients toward dropped object</div> <div><input type="checkbox"/> Uses more than one sense at one time (e.g., uses sight, touch, and hearing by examining and shaking a toy for the sound; mouthing and banging a toy)</div> <div><input type="checkbox"/> Acts on an object to make a pleasing sight, sound or motion continue (e.g., kicks or swats mobile, continues to bat at object to repeat sound)</div>	<div><input type="checkbox"/> Remembers location of favorite objects (e.g., asks for objects out of sight, persists in search for a desired object when it is hidden)</div> <div><input type="checkbox"/> Shows basic awareness of cause and immediate effects (e.g., opens and closes, presses key or button to make noise)</div> <div><input type="checkbox"/> Uses another object or person as a tool (e.g., asks to be picked up to reach something, uses block to get ball from tight space, pulls string to bring toy within hand reach)</div>	<div><input type="checkbox"/> Uses familiar objects in combination (e.g., spoon in bowl, doll in bed, person in car)</div> <div><input type="checkbox"/> Acts out simple dramatic play themes with others (e.g., “You baby, me mommy,” pretends to be an animal)</div> <div><input type="checkbox"/> Works simple "insert" puzzles (e.g., completes 3-piece simple puzzle, uses simple shape sorter box)</div>	<div><input type="checkbox"/> Acts out plays, stories, or songs (e.g., uses body and sounds to express rhythm; makes up plays or songs about common fables, stories, or familiar characters)</div> <div><input type="checkbox"/> Completes increasingly complex puzzles (e.g., single, cut-out figures to 4-piece interlocking to 8- or 10-piece puzzles)</div> <div><input type="checkbox"/> Stays with or repeats a task (e.g., finishes a puzzle, asks that block structure be left to work on after snack, makes a really long Play-Doh snake out of many pieces)</div>	<div><input type="checkbox"/> Participates in enrichment and real-life learning experiences with adult supervision (e.g., participates in simulations of historic or real life situations such as archeology digs or a Renaissance fair; plays board games, helps make a garden, uses sample word processing program)</div> <div><input type="checkbox"/> Persists on a project with supervision (e.g., completes homework assignments, works to kick a soccer ball into the net, picks out a tune on a keyboard)</div>	<div><input type="checkbox"/> Chooses, plans, researches, and expands on ideas (e.g., enhances long-term simulations of historic and real-life situations like following the Oregon Trail; engages in strategy games such as "capture the flag" or "Stratego")</div> <div><input type="checkbox"/> Persists on a project with a minimum amount of help (e.g., completes long-term project, completes a science fair project, builds a model that requires multiple steps)</div>	<div><input type="checkbox"/> Plans and conducts long-term, complex project (e.g., conducts research using library or Internet, participates in planning and presentation of a play)</div> <div><input type="checkbox"/> Completes homework assignments independently, asking for assistance when needed (e.g., “I’ve finished my homework and would like you to check it for spelling mistakes”)</div> <div><input type="checkbox"/> Acknowledges and participates in issues that affect society (e.g., works to help homeless with canned food drives, participates in environmental clean up, learns about air or water pollution)</div>

Desired Results for Children and Families

Child Desired Result 2: Children are effective learners							
Child Desired Result 2, Indicator 3: Children show interest in real-life mathematical concepts							
Developmental Theme	Infants and Toddlers			Preschoolers	Children in School-Age Care		
	Birth through 7 months	8 through 17 months	18 through 35 months	3 years through prekindergarten	Kindergarten through 7 years	8 through 10 years	11 to 14 years
Number concepts <i>[Knowledge and use of numbers for counting and other math operations]</i>	<i>[No appropriate measures for this age group]</i>	<input type="checkbox"/> Understands “more” in reference to food or play (e.g., uses “more” or responds appropriately when asked if he/she wants more crackers, more music, more swinging)	<input type="checkbox"/> Counts to two or three (e.g., recites, “1, 2, 3”) <input type="checkbox"/> Imitates counting rhymes or songs (e.g., <i>Three Little Monkeys</i> ; <i>One, Two, Buckle My Shoe</i>) <input type="checkbox"/> Uses some number words (e.g., asks for “two,” says there are “three” ants)	<input type="checkbox"/> Counts to 10 by rote memorization (e.g., recites numbers from 1 to 10) <input type="checkbox"/> Uses size words like “many,” “big,” and “little” appropriately <input type="checkbox"/> Understands that numbers represent quantity (e.g., can get three apples out of the box, asks for two more crackers, can put out one napkin for each child)	<input type="checkbox"/> Understands numbers and simple operations, and uses math manipulatives, games, toys, coins in daily activities (e.g., adding, subtracting) <input type="checkbox"/> Counts to 30 using objects	<input type="checkbox"/> Engages in complex games using higher order math and/or problem-solving skills (e.g., checkers) <input type="checkbox"/> Uses math operations and numbers in everyday experiences (e.g., is able to buy items on own and assess if he/she has the right change, keeps score in card or other games)	<input type="checkbox"/> Engages in, expands, and adapts complex games using higher order math skills (e.g., chess, Mancala, card games, complex computer games) <input type="checkbox"/> Uses grade level math operations and numbers in everyday experience (e.g., plans a budget for a complex activity, uses coupons, participates in fundraising, works within money limits)
Measurement, order, and time <i>[Knowledge and use of different quantitative concepts, spatial relations, categorizing, and sequencing]</i>	<input type="checkbox"/> Creates own patterns of self-regulation for sleeping, eating, and wakeful play	<input type="checkbox"/> Uses simple nesting or stacking toys (e.g., nests 3–4 cups, stacks 3–4 blocks of graduated size) <input type="checkbox"/> Understands time words such as “after,” “before” (e.g., “After we change your diaper, we will read a story,” “Before we go outside, we have to put on our coats”)	<input type="checkbox"/> Fills and empties containers (e.g., with sand or water) <input type="checkbox"/> Shows interest in patterns or sequence (e.g., attempts to use or follow patterns with materials such as peg boards, magnetic shapes, stringing beads) <input type="checkbox"/> Shows some understanding of daily time sequence (e.g., time to eat, time to go home, group time, nap time)	<input type="checkbox"/> Uses measuring implements (e.g., uses tool in sand and water play, helps measure ingredients for a cooking project) <input type="checkbox"/> Orders objects from smallest to largest (e.g., orders various circle sizes, nests cups, lines up from shortest to tallest) <input type="checkbox"/> Demonstrates an understanding of different rates of speed (e.g., “fast” and “slow”)	<input type="checkbox"/> Uses measurement with adult supervision (e.g., cooking, gardening, estimating and measuring distance and weights) <input type="checkbox"/> Tells time from a clock (e.g., “My dad said he would pick me up at 4:00 p.m. That is in one hour.”) <input type="checkbox"/> Names the days of the week and months of the year	<input type="checkbox"/> Uses measurement in a variety of ways with adult supervision (e.g., cooking, gardening, sewing, estimating and measuring distances, weights, and time) <input type="checkbox"/> Orders objects without the objects being present (e.g., thinks about who is the oldest in their family and orders other family members from oldest to youngest)	<input type="checkbox"/> Uses measurement in a variety of ways with minimal adult supervision (e.g., cooking, gardening, estimating and measuring distances and weights, sewing) <input type="checkbox"/> Orders things he/she cannot see (e.g., talks about distances to foreign countries, creates timeline of personal family history) <input type="checkbox"/> Talks about own future in school and career (e.g., “I’m going to take a lot of science courses so I can be a chemist”)

Desired Results for Children and Families

Child Desired Result 2: Children are effective learners							
Child Desired Result 2, Indicator 3: Children show interest in real-life mathematical concepts							
Developmental Theme	Infants and Toddlers			Preschoolers	Children in School-Age Care		
	Birth through 7 months	8 through 17 months	18 through 35 months	3 years through prekindergarten	Kindergarten through 7 years	8 through 10 years	11 to 14 years
Math concepts <i>[Development in concepts of geometry (shapes and spatial relationships), classification, probability, statistics]</i>	<i>[No appropriate measures for this age group]</i>	<div><input type="checkbox"/> Explores spatial relationships (e.g., attempts to fit own body in boxes or tunnels, fingers holes in a pegboard, fills and dumps bucket with toys)</div> <div><input type="checkbox"/> Groups a few objects by shape, color, or size (e.g., finds 2 or 3 toys that have the same simple shape, color, or size)</div>	<div><input type="checkbox"/> Matches simple shapes in form boards and puzzles (e.g., circles, squares, triangles)</div> <div><input type="checkbox"/> Classifies, labels, and sorts objects by group (e.g., hard vs. soft, large vs. small, heavy vs. light; by colors)</div> <div><input type="checkbox"/> Arranges objects in lines (e.g., makes a row of blocks)</div>	<div><input type="checkbox"/> Describes how items are the same or different (e.g., "This ball is bigger than that one," "My shirt is the same as Marcus")</div> <div><input type="checkbox"/> Matches and names simple patterns (e.g., "boy-girl-boy-girl," "red-blue-red-blue")</div> <div><input type="checkbox"/> Estimates (e.g., "I'm as tall as the yellow bookshelf," "I think there are about 20 marbles in that jar")</div>	<div><input type="checkbox"/> Describes some concepts of distance or space (e.g., knows it's far to Grandma's house, knows way to library)</div> <div><input type="checkbox"/> Plays simple probability games (e.g., checkers)</div> <div><input type="checkbox"/> Collects information about objects and events and records results using pictures, tables, or picture graphs (e.g., keeps track of a team's wins and losses, graphs own growth in height over time)</div>	<div><input type="checkbox"/> Demonstrates advanced spatial understanding (e.g., draws map of neighborhood, understands that it is a long way from Washington to Los Angeles, works on three-dimensional puzzles)</div> <div><input type="checkbox"/> Classifies objects or people according to complex categories (e.g., knows that volume can be measured in liters or quarts; blended families: "She's my aunt although we're the same age")</div> <div><input type="checkbox"/> Plays complex probability games (e.g., chess, Othello, Battleship)</div>	<div><input type="checkbox"/> Applies geometric concepts in a variety of activities (e.g., creates origami figures, uses angles in games like pool or tennis, can draw to scale)</div> <div><input type="checkbox"/> Gains mastery of probability concepts (e.g., strategizes in games like chess, calculates and predicts sports scores and ratings)</div>

Desired Results for Children and Families

Child Desired Result 2: Children are effective learners							
Child Desired Result 2, Indicator 4: Children demonstrate emerging literacy skills [See also related communication and language measures, Child Desired Result 1, Indicator 5.]							
Developmental Theme	Infants and Toddlers			Preschoolers	Children in School-Age Care		
	Birth through 7 months	8 through 17 months	18 through 35 months	3 years through prekindergarten	Kindergarten through 7 years	8 through 10 years	11 to 14 years
Reading skills [Decoding sounds, word recognition, phonemic awareness, reading comprehension, and understanding the purpose, function, and use of written materials and storytelling]	[Precursors: see measures under Child Desired Result 3, Indicator 1, Fine Motor Skills]	<input type="checkbox"/> Points or makes sounds when looking at picture books	<input type="checkbox"/> Names objects or actions in pictures or books <input type="checkbox"/> Recognizes signs and symbols in the environment (e.g., identifies stop sign, identifies label or logo from boxes of favorite cereal) <input type="checkbox"/> Memorizes phrases of songs, books, and rhymes	<input type="checkbox"/> Understands that letters make up words (e.g., knows some of the letters in his or her name) <input type="checkbox"/> Recognizes print in the environment (e.g., recognizes signs around the room as labels for “Puzzles,” “Toys,” or “Books”) <input type="checkbox"/> Makes three or more letter-sound correspondences	<input type="checkbox"/> Summarizes what he/she has read <input type="checkbox"/> Uses letter-sound associations or word parts, to identify new words (e.g., “I know that word because the first letters spell <i>pop</i> and the other letters spell <i>corn</i> . It’s <i>popcorn</i> ”) <input type="checkbox"/> Uses strategies such as rereading, questioning, or predicting to comprehend (e.g., “Who do you think is going to win the race? I think the cheetah will because cheetahs run really fast”) <input type="checkbox"/> Reads grade level materials with fluency and comprehension	<input type="checkbox"/> Reads books with complicated plots and chapters <input type="checkbox"/> Uses sentence and work context to understand the meaning of unknown words (e.g., “ <i>Enormous</i> must mean big because the paragraph describes a giant”) <input type="checkbox"/> Makes critical connections between texts and real life (e.g., “ <i>Beezus and Ramona</i> is about sisters getting along and <i>Fudge</i> is about brothers getting along”) <input type="checkbox"/> Reads grade level materials with fluency and comprehension	<input type="checkbox"/> Sees literature as a vehicle for learning as well as enjoyment (e.g., uses library to acquire information for a report, reads favorite authors for pleasure, writes and stages original plays) <input type="checkbox"/> Uses reading as part of everyday activities (e.g., reading manuals, assembly instructions) <input type="checkbox"/> Reads grade level materials with fluency and comprehension

Desired Results for Children and Families

Child Desired Result 2: Children are effective learners							
Child Desired Result 2, Indicator 4: Children demonstrate emerging literacy skills (continued)							
Developmental Theme	Infants and Toddlers			Preschoolers	Children in School-Age Care		
	Birth through 7 months	8 through 17 months	18 through 35 months	3 years through prekindergarten	Kindergarten through 7 years	8 through 10 years	11 to 14 years
Interest in books and other written materials <i>[Interaction with written materials for pleasure and learning]</i>	<input type="checkbox"/> Explores books (e.g., fingers or looks at books and pictures)	<input type="checkbox"/> Enjoys touching, carrying, and looking at books <input type="checkbox"/> Brings book to caregiver <input type="checkbox"/> Shows pleasure when read to (e.g., vocalizes, smiles, sustains interest)	<input type="checkbox"/> Looks through picture books, magazines, catalogs, as if he/she is reading (e.g., turns several pages, makes sounds that relate to pictures in book, turns pages at right time)	<input type="checkbox"/> Pretends to read books <input type="checkbox"/> Engages in discussion about books (e.g., predicts events in a story, retells main events from a story in order) <input type="checkbox"/> Draws a picture related to a story and talks about his or her drawing	<input type="checkbox"/> Looks for and reads books related to interests <input type="checkbox"/> Enjoys being read to over extended periods of time (e.g., chapter books) <input type="checkbox"/> Shares or discusses books with peers	<input type="checkbox"/> Uses library actively (e.g., seeks out books related to interests, or for reports) <input type="checkbox"/> Reads for fun (e.g., reads to others, reads all the books in the <i>Goosebumps</i> series, collects baseball cards and examines players’ statistics)	<input type="checkbox"/> Reads in-depth in area of self-choice (e.g., reads specific authors, book series, or topics for recreation and enrichment) <input type="checkbox"/> Makes connection between personal experiences and literature (e.g., “The girl in the book has the same concerns I have about high school”)
Writing <i>[Knowledge and use of symbolic representation of information, ideas, and emotions through recorded language]</i>	<i>[Precursors: see measures under Child Desired Result 3, Indicator 1, Fine Motor Skills]</i>	<input type="checkbox"/> Grasps marker or crayon and makes marks on paper	<input type="checkbox"/> Scribbles with marker or crayon <input type="checkbox"/> Names scribbles (tells others about what scribbles are)	<input type="checkbox"/> Uses pretend writing during play activities (e.g., scribbles lines and shapes) <input type="checkbox"/> Uses strings of repeated letter-like symbols as pretend writing <input type="checkbox"/> Writes three or more letters or numbers	<input type="checkbox"/> Uses pictures and letters to express thoughts and ideas <input type="checkbox"/> Uses written language to express thoughts and ideas (e.g., writes signs such as “club members only”)	<input type="checkbox"/> Uses written language in many different forms to express opinions and communicate with others (e.g., stories, poems, journals, reports) <input type="checkbox"/> Uses the writing process (e.g., drafts, edits, revises, for completion of assigned homework and reports; edits and rewrites flyer for center activity)	<input type="checkbox"/> Knows how to use written language to persuade or convince others (e.g., writes letter to school principal about policy or the local newspaper about a community issue) <input type="checkbox"/> Writes, illustrates, and publishes own stories, articles, plays, or poems, displaying use of advanced skills in writing and presentation

Desired Results for Children and Families

Child Desired Result 3: Children show physical and motor competence							
Child Desired Result 3, Indicator 1: Children demonstrate an increased proficiency in motor skills							
Developmental Theme	Infants and Toddlers			Preschoolers	Children in School-Age Care		
	Birth through 7 months	8 through 17 months	18 through 35 months	3 years through prekindergarten	Kindergarten through 7 years	8 through 10 years	11 to 14 years
Gross motor skills <i>[Ability to maintain stability in various positions (balance) and to move from one position to another (positional change)]</i>	Exhibits beginning control of large muscles: <input type="checkbox"/> Lifts head <input type="checkbox"/> Holds head up <input type="checkbox"/> Rolls over <input type="checkbox"/> Inches forward or backward on stomach or back Begins to use arms and legs purposely: <input type="checkbox"/> Claps hands <input type="checkbox"/> Pounds on things with hands <input type="checkbox"/> Kicks at objects <input type="checkbox"/> Holds arms out for jacket or lifts arms so T-shirt can be taken off	Exhibits increasing control of large muscles and body movement: <input type="checkbox"/> Sits up <input type="checkbox"/> Crawls or creeps on hands and knees <input type="checkbox"/> Pulls to stand <input type="checkbox"/> Stands and cruises while holding onto furniture <input type="checkbox"/> Walks alone <input type="checkbox"/> Runs <input type="checkbox"/> Stops and walks backwards a few steps <input type="checkbox"/> Climbs simple structures (e.g., slides, playground structures) Uses arms and legs with increasing purposefulness: <input type="checkbox"/> Throws objects <input type="checkbox"/> Carries objects <input type="checkbox"/> Pushes objects <input type="checkbox"/> Pulls objects <input type="checkbox"/> Scoots on or rides wheel toys without pedals	Exhibits more control and coordination of large muscle and body movement: <input type="checkbox"/> Stands and walks on tip toes <input type="checkbox"/> Walks backwards <input type="checkbox"/> Walks up stairs holding a hand or railing Uses arms and legs with more purposefulness: <input type="checkbox"/> Catches a ball by trapping it with arms and hands <input type="checkbox"/> Pounds object with intent and precision (e.g., hammers peg with accuracy) <input type="checkbox"/> Creates simple block structures <input type="checkbox"/> Pushes foot into shoe <input type="checkbox"/> Takes off shoes <input type="checkbox"/> Rides tricycle using pedals most of the time	Shows greater balance and control: <input type="checkbox"/> Avoids obstacles (e.g., moves about the room without bumping into objects) <input type="checkbox"/> Pedals a tricycle <input type="checkbox"/> Jumps forward with both feet together <input type="checkbox"/> Kicks a large ball <input type="checkbox"/> Catches a large ball with two hands <input type="checkbox"/> Shows rhythmic movement (e.g., marches or moves to music) <input type="checkbox"/> Gets dressed with minimal help (e.g., puts on coat, hat, and boots with minimal help) <input type="checkbox"/> Skips or gallops	<input type="checkbox"/> Shows appropriate increasing ability in gross motor eye-hand and body movement coordination (e.g., dribbles a basketball, kicks soccer ball in right direction, throws with accuracy and catches with increasing skill)	<input type="checkbox"/> Participates in more complex activities exhibiting coordination in body movement in increasingly complex gross motor tasks (e.g., makes a basketball shot from the foul line, dribbles soccer ball without losing control, performs dance routine)	<input type="checkbox"/> Participates in more complex activities exhibiting body movement coordination, demonstrating ability to assess, plan, and execute appropriate motor tasks (e.g., makes a “hook shot” while playing basketball, uses multiple body parts to stop a soccer ball)

Desired Results for Children and Families

Child Desired Result 3: Children show physical and motor competence							
Child Desired Result 3, Indicator 1: Children demonstrate an increased proficiency in motor skills							
Developmental Theme	Infants and Toddlers			Preschoolers	Children in School-Age Care		
	Birth through 7 months	8 through 17 months	18 through 35 months	3 years through prekindergarten	Kindergarten through 7 years	8 through 10 years	11 to 14 years
Fine motor skills <i>[Eye-hand or skilled sensory coordination to implement goal-directed fine motor movements]</i>	<div><input type="checkbox"/> Brings object to mouth</div> <div><input type="checkbox"/> Grasps, releases, re-grasps, and releases object again</div> <div><input type="checkbox"/> Exhibits some eye-hand coordination (e.g., transfers and manipulates objects with hands)</div> <div><input type="checkbox"/> Follows a slowly moving object with eyes</div>	<div><input type="checkbox"/> Dumps objects from container</div> <div><input type="checkbox"/> Releases objects into container</div> <div><input type="checkbox"/> Scoops and rakes with hand to manipulate or pick up objects, sand, food, etc.</div> <div><input type="checkbox"/> Uses thumb and forefinger to pick up small items</div> <div><input type="checkbox"/> Feeds self (e.g., handles cup with minimal spilling, handles spoon for self-feeding)</div>	<div><input type="checkbox"/> Uses a paintbrush</div> <div><input type="checkbox"/> Holds object with one hand and manipulates it with the other (e.g., winds music box while holding it, spins blades of toy helicopter, brushes doll's hair)</div> <div><input type="checkbox"/> Folds blanket, cloth diaper, or paper</div> <div><input type="checkbox"/> Pours liquid from small pitcher or cup</div>	<div>Shows increasing eye-hand coordination, strength, and control to perform fine motor skills:</div> <div><input type="checkbox"/> Manipulates two small objects at the same time (e.g., stringing beads)</div> <div><input type="checkbox"/> Uses tools with increasing precision (e.g., crayons, scissors)</div> <div><input type="checkbox"/> Fastens buttons</div>	<div><input type="checkbox"/> Shows increasing ability, strength, and control in fine motor eye-hand coordination as appropriate to age and physical maturity (e.g., bead work, moving a mouse on the computer, building a complex structure with small interlocking blocks, weaving, using writing and drawing tools with confidence and control, ties shoes)</div>	<div><input type="checkbox"/> Shows increasing ability, strength, and control in fine motor eye-hand coordination as appropriate to age and physical maturity (e.g., uses a computer keyboard, takes apart clocks and radios with a screwdriver, builds airplane models; does calligraphy, needlework, or weaving)</div>	<div><input type="checkbox"/> Uses tools creatively with confidence and control to work in different media (e.g., creatively uses tools for graphics, pottery, wood working, tie-dying, photography, weaving, or sculpting)</div>

Desired Results for Children and Families

Child Desired Result 4: Children are safe and healthy							
Child Desired Result 4, Indicator 1: Children show an emerging awareness and practice of safe and healthy behavior							
Developmental Theme	Infants and Toddlers			Preschoolers	Children in School-Age Care		
	Birth through 7 months	8 through 17 months	18 through 35 months	3 years through prekindergarten	Kindergarten through 7 years	8 through 10 years	11 to 14 years
Healthy habits <i>[Knowledge and use of self-care activities]</i>	<i>[No appropriate measures for this age group—caregiver and program are responsible for offering food and rest with some regularity]</i>	<input type="checkbox"/> Washes and dries hands with caregiver assistance	<input type="checkbox"/> Washes and dries hands without assistance <input type="checkbox"/> Uses tissue to wipe nose with help <input type="checkbox"/> Tries some new foods	<input type="checkbox"/> Tries new food on own <input type="checkbox"/> Washes and dries hands before eating and after toileting <input type="checkbox"/> Takes care of own toileting needs	<input type="checkbox"/> Knows what foods are good for them <input type="checkbox"/> Participates in some physical activity (e.g., exercises, walks, dances, participates in sports) <input type="checkbox"/> Shows awareness of personal hygiene needs (e.g., washes hands, changes clothes that are soaking wet)	<input type="checkbox"/> Shows understanding of the need for a balanced, varied diet based on the food pyramid <input type="checkbox"/> Participates in some physical activity (e.g., exercises, walks, dances, participates in sports) <input type="checkbox"/> Is responsible for personal hygiene needs (e.g., cleans up or grooms him or herself when appropriate)	<input type="checkbox"/> Practices good health habits (e.g., does not eat too many sweets, drinks plenty of water, gets enough sleep) <input type="checkbox"/> Participates in some physical activity (e.g., exercises, walks, dances, participates in sports)
Safe behavior <i>[Knowledge and use of self-protective behaviors]</i>	<i>[No appropriate measures for this age group – caregiver and program are responsible for keeping child safe]</i>	<input type="checkbox"/> Can be distracted from unsafe behavior with verbal limits, physical prompt, or signal from caregiver (e.g., avoids object if told it is hot, can be redirected from activity if caregiver warns about potential danger)	<input type="checkbox"/> Pays attention to safety instructions (e.g., cooperates when told, “I need to hold your hand while we cross the street”)	<input type="checkbox"/> Communicates dangerous behavior to another (e.g., tells someone not to throw rocks or sand) <input type="checkbox"/> Knows how to follow routines in emergency situations (e.g., fire or earthquake drills) <input type="checkbox"/> Knows first and last name	<input type="checkbox"/> Follows safety rules with adult supervision <input type="checkbox"/> Understands that some practices may be personally dangerous (e.g., smoking, drinking, playing with matches, touching another's blood) <input type="checkbox"/> Knows how to get help in emergency situations (e.g., how to call 911, finding a policeman or responsible adult)	<input type="checkbox"/> Follows safety rules without adult supervision <input type="checkbox"/> Understands implications of participating in personally dangerous behaviors (e.g., smoking, drinking, drugs, sex) <input type="checkbox"/> Demonstrates simple emergency help procedures with adult guidance (e.g., keeps calm, sends for help, knows fire and earthquake procedures)	<input type="checkbox"/> Chooses to avoid personally dangerous behaviors (e.g., smoking, drinking, drugs, sex) <input type="checkbox"/> Demonstrates simple emergency help procedures with minimal adult guidance

Desired Results for Children and Families

Family Desired Result 1: Families support their child's learning and development	
Family Desired Result 1, Indicator 1: Family members support their child’s development and school success [Families have access to information that will help them support their child’s development and school success]	
	All families of children from birth to 14 years in state subsidized child care and development, center-based programs and family child care home networks
<div><div><input type="checkbox"/></div>Families receive information about what children do at different ages</div> <div><div><input type="checkbox"/></div>Families receive information about their children’s growth and development</div> <div><div><input type="checkbox"/></div>Families receive information about how their child is doing in child care</div> <div><div><input type="checkbox"/></div>Families receive information about parenting</div> <div><div><input type="checkbox"/></div>Families receive information about what they can do to support their child’s development and school success</div>	
Family Desired Result 1, Indicator 2: Families know about quality child care and its importance	
<div><div><input type="checkbox"/></div>Families base their child care decisions on quality as well as other needs</div>	
Family Desired Result 2: Families achieve their goals	
Family Desired Result 2, Indicator 1: Families have opportunities to maintain or improve their economic status through employment, education, or training	
<div><div><input type="checkbox"/></div>Family members report participation in educational and training opportunities while children are in care</div> <div><div><input type="checkbox"/></div>Family members report success in obtaining and maintaining employment status</div>	
Family Desired Result 2, Indicator 2: Families perceive that the program experience improved the quality of their daily life	
<div><div><input type="checkbox"/></div>Family members feel confident that their children are safe</div> <div><div><input type="checkbox"/></div>Family members are satisfied with their child’s program</div>	
Family Desired Result 2, Indicator 3: Families have the information and support to use community resources	
<div><div><input type="checkbox"/></div>Family members receive adequate information about community resources</div>	
Family Desired Result 2, Indicator 4: Families use child care services that meet their individual needs	
<div><div><input type="checkbox"/></div>Family members report that providers make accommodations to cultural, linguistic, scheduling, and special needs</div>	